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ABSTRACT

Job sharing is defined as "two people sharing the responsibilities of one full-time position with salary and benefits prorated": the concept focuses on positions usually offered only as full-time jobs, often in professional and managerial categories. This book is a guide for teachers and administrators on the implementation and use of job sharing in school districts. The first three chapters of the handbook introduce the concept of job sharing, provide two views of job sharing by administrators who have had job-sharing teachers in their districts, and includes experiences drawn from studies in Framington (Massachusetts), San Francisco Bay Area, Hawaii, and California. Chapters four and five explain why and how job sharing works in the schools, including information on why teachers share, starting the program, designing a partnership, the role of the principal, and benefits and rights. The last chapter evaluates the experience of job sharing, analyzing its costs, impact on education, and reactions of parents, administrators, and teachers' unions and associations. Appendixes include methodology of the New Ways to Work study, job sharing practices in twenty-two California school districts, a job sharing proposal, California Assembly Bill 3339, sample evaluation forms, and a list of New Ways to Work job sharing publications. (KC)

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JOB SHARING
IN THE SCHOOLS

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Introduction

New Ways to Work is a nonprofit, work resource organization founded in the San Francisco Bay Area in 1972 in the belief that society does not meet all of people's work needs. Its goal is to help establish a work world that responds to the changing needs of individuals and organizations.

In 1974, growing interest in opportunities for career-oriented permanent part-time employment led New Ways to Work to develop a program to promote job sharing—two people sharing the responsibilities of one full-time position with salary and benefits prorated. This focus reflects the needs of (1) today's increasingly heterogeneous work force; (2) those employers who, for a variety of reasons, are seeking ways to develop innovative employment policies; and (3) those in our society who are either unable to find any employment or are unable to find employment commensurate with their skills and education.

In 1978, in response to a growing number of requests for information and assistance from teachers and school districts, New Ways to Work founded its Job Sharing in the Schools Project. This publication and *A Guide to Policies and Contracts on Job Sharing in the Schools* are intended to help both groups initiate or expand job sharing programs. Data collected from California public school districts during the 1979-1980 school year was used to supplement information obtained by New Ways to Work throughout its seven years work with schools. The report focuses on teachers who are sharing, but many other school personnel—principals, counselors, librarians, custodians, secretaries and receptionists—also are sharing.

Job Sharing in the Schools
Two Views

New Ways to Work asked Dr. Robert McLean of the Palo Alto Unified School District, and Mary Lou Baldra of the Palo Alto Educators Association to write about their experiences for this study. They have become enthusiastic proponents of job sharing in the seven years since New Ways to Work first urged the Palo Alto Unified School District to initiate the option.

'New Spirit, New Blood, New Enthusiasm'

A letter from Dr. Robert E. McLean, Assistant Superintendent, Personnel Services, Palo Alto Unified School District

The concept of job sharing is, of course, a very exciting one. I find it especially attractive during these times when jobs are difficult to locate, and when we in the public schools find it necessary to retrench rather than expand our faculties. I would like to differentiate between job sharing and part-time employment, or even team teaching.

Job sharing to me needs to be taken literally—that two individuals will actually share a position together. In our own particular district, we would place each of them on a 50% contract, provide both of them with fringe benefits, but work with them so that it is not just two part-time jobs where individuals feel no responsibility to each other or communicate about the job itself. Job sharing requires much communication with a highly flexible time schedule.

Under the job sharing concept both individuals might be on the job at the same time, or one individual might be there at one time, and another at another. The schedule really ought to depend upon the tasks that are to be done at that time. Our experience has indicated that job sharing certainly does require more time than simply a part-time job, but on the other hand, our experience also indicates that there are much greater results from job sharing. Teaching itself can become a rather lonely endeavor, but with job sharing there just isn't the opportunity ever to be lonely. I think, too, our experience indicates that those who share jobs are able to excite and enthuse each other, and consequently the teaching task is one that finds far greater excitement and enthusiasm.

Our experience with part-time teaching indicates that there is very little communication, but the individual simply puts in a certain number of hours

and then goes home. In some fields part-time work might be most satisfactory and even though we do employ a number of people for part-time work, the results have not been as satisfactory as when two individuals will actually share the job together.

Team teaching is more closely related to job sharing than part-time work, but again, in our experience, team teaching has involved full-time employment, which allows far less opportunity for individuals to communicate plans and work together.

I might indicate that in some of our job sharing schemes, both individuals actually have been in the school the full day, but do not take home any work. I am thinking of one team that operated at Escondido where that was a high priority for them. They simply provided time during the school day to do their preparation, their paper correction work, and other necessary tasks.

If I were asked specifically what the benefits to the district might be, I think I would probably indicate two things: (1) our experience leads us to believe that we can bring greater enthusiasm and excitement to the teaching task by employing the job sharing concept; (2) it provides us the opportunity to bring in new spirit, new blood, new enthusiasm which we would not otherwise be able to make a part of our district operation. It seems obvious to me that students, therefore, benefit very directly from having two individuals who are enthusiastically working with them rather than one individual who is carrying a very heavy load. Let me just add that I think teaching is a tremendously demanding profession—in fact, more than it should be if one attempts to have any kind of a life outside of the profession, including a family. I might add that responses we have received from parents have also been enthusiastic. The difficulty, of course, is that job sharing requires time to communicate and plan together. Again, that additional time has a potential for reaping rich rewards.

'It can work'

A letter from Mary Lou Baldra, Executive Director, Palo Alto Educators Association

Teaching positions are declining in number as the student population drops. Simultaneously, teachers' average number of years already spent in teaching is increasing. This means that the average age of teachers is gradually rising also.

Result? School districts want an infusion of younger teachers with new energies and newer approaches with the accompanying lower cost.

Career teachers are aware of their young colleagues' difficulties in locating teaching positions. With enrollments dropping in many districts, the number of teaching positions is being reduced. As a consequence, the last hired are being dismissed. Generally these are the younger teachers and a predominant number of minorities. Everyone welcomes the enthusiasm generated by new young teachers in their ranks and the enriching infusion of minorities.

A consideration being looked favorably upon by both beginning, jobless teachers, as well as those who are experienced, long-timers, is *job-sharing*—two persons filling one teaching position.

Result? This provides some of the same resolutions of existing problems identified earlier: (1) makes positions available for new young teachers; (2) probably results in financial savings to the district; (3) enriches the students' educational experience by their exposure to two "experts;" (4) provides a "lightening of the load" for long-time career teachers, or for young beginners who may have temporary family responsibilities.

The penalties to teachers of job sharing? (1) financial, since the salaries are pro-rated in accordance with the percentage assignment if a full-time job; (2) teachers by nature are very conscientious and experience has shown those job sharing actually put in considerably more time than they contract or are compensated for; (3) they may not be accepted as members of the regular staff if not customarily participating in staff meetings or teachers' lounge fraternization; (4) and the uncertainty of whether the district will, or is legally obliged to increase the percentage of such part-time teachers' assignments even if requested, since the teachers voluntarily opted for the lesser assignment. (Some districts *may* consider these teacher/applicants concurrently with outside-the-district applicants, for full-time or a greater percentage assignment jobs.) In other words, seniority, performance, order of application would carry little weight in a "change of mind" by the job sharer.

For those whose personal, financial, emotional and professional goals can be met through job sharing, we think this concept meets three essential tests: (1) it is educationally sound; (2) to provide a lightening of the load for career teachers; and it (3) opens up jobs to young and minority teachers.

Recommendations: The personalities as well as the competencies and areas of expertise of two job sharers must meld smoothly or the total benefits are eliminated. The job sharers must agree to work together.

It can work! It should be utilized as an enriching opportunity for today's students.

Background

The interest in and demand for flexibility in work-time options for teachers has increased dramatically during the past 15 years. Teachers have sought ways, for particular periods in their work lives, to balance their employment with other responsibilities and interests. Those suffering from burn-out, seeking to phase into retirement, wishing to continue their education or struggling to manage family responsibilities have wanted to meet these needs while continuing in the classroom.

Declining enrollments, economic retrenchment and the extension of mandatory retirement ages have forced school boards and administrators to seriously consider new work-time options to minimize layoffs, retain valued employees and more effectively manage the talent available to their districts.

Job Sharing: The Solution

Job sharing has answered the problems of teachers and administrators. When two people share the responsibilities for one full-time position, each then has a permanent, part-time job with salary and fringe benefits prorated according to hours worked.

Job sharing differs from traditional part-time work in that sharers generally have rights above and beyond traditional part timers. Historically, part-time workers have not been viewed as serious, career-oriented employees. They have been paid low salaries, received no fringe benefits, held no job security and have not enjoyed upward mobility. But job sharers retain all rights and fringe benefits when they share their one full-time position.

Job sharing for teachers involves two or more teachers sharing the responsibility for one teaching assignment. The arrangement is used by many teachers, including those in elementary and secondary schools, and enrichment and special education programs. It is of particular importance to teachers of contained classrooms (usually elementary school teachers). Before job sharing was used in the schools, these teachers had few choices if they wanted to work less than full time. They could either quit or give up their classroom and take another position with the school district, if they were lucky enough to find another position available.

With job sharing, these teachers can team up to share a classroom. For example, two of them may divide a position as third grade teacher by splitting the day—one teaching in the morning, the other in the afternoon. Or they may alternate days, split the week, alternate weeks or alternate

semesters. In this way, teachers can reduce hours and continue teaching in the classroom. They retain not only their careers but also their job security, a portion of their benefits and regular salary advancements.

Framingham, Massachusetts' Study

Teaching was one of the first professions in which job sharing proved successful. In 1965, the Women's Educational and Industrial Union established a program in which it consulted with 15 Massachusetts school districts in Framingham and nearby towns and placed 120 carefully paired teams of teachers in their school districts. In 1965, Catalyst, a national research and educational service organization,in its publication "Part-time Teachers and How They Work," evaluated the program and found enthusiastic reactions from principals and parents. Both groups stressed the benefit of two different teachers, each concentrating on his or her own specialty, and the stimulation that occurs when a "new, fresh face comes in at noon to enliven the class." Initial fears about possible lack of communication between the partners, the staff and parents proved unfounded. Administrators also often commented, "We are getting our money's worth and more from the part-time teachers."

The study reported that major preconceptions about part-time teaching and especially shared positions generally were mistaken. A larger survey (included in the Catalyst report) of 700 nationwide school districts, sponsored by the U.S. Department of Education, showed that superintendents who employed no part-time teachers expressed a wide range of objections to introducing such an innovation. In contrast, the 300 superintendents who did use part-time teachers favored the idea overwhelmingly. Many of the anticipated problems simply did not arise.

San Francisco Bay Area Findings

In 1975, New Ways to Work held its first public forum on job sharing in the schools for the Palo Alto Unified School District, its teachers and the Palo Alto Educators Association. The district had allowed some teachers and the director of its Extended Resources Center to share their positions that year, but this was done only on an informal basis. Soon after the forum, Palo Alto became one of the nation's first school districts to develop and implement a full program allowing teachers to share their positions.

New Ways to Work began to receive many requests from teachers and school administrators intrigued with the new option. In response, the organization published *Job Sharing in the Schools: A Study of Nine Bay Area Districts* in 1976. This report discussed the experiences of 38 teachers who were sharing classrooms in those districts. The most sharers in any one district was 10. Practically all these teachers had worked full time for many years and wished to teach fewer hours. A very few were new teachers who entered the school system through job sharing.

Hawaii's Pilot Project

By Act 150 of its Legislature's regular 1978 session, Hawaii established a three-year, pilot job-sharing project. The Hawaii Department of Education was selected because of the many unemployed teachers in the state. The act provided for the conversion of a maximum of 100 full-time positions to be shared between tenured classroom teachers and unemployed teachers.

During the '78-'79 school year, 20 tenured teachers agreed to share their jobs with 20 new teachers. This number was expanded to 51 shared positions in '79-'80 and is expected by Project Director Donald Nugent to reach 66 to 75 positions in the '80-'81 school year. The Department of Education reports it "has not encountered any serious problems in the implementation of the project. The project appears to be operating in an efficient and effective manner."

The program was evaluated by the Legislative Auditor of the State of Hawaii in March 1980, and the Department of Education's assessment was confirmed. The auditor found:

1. Job sharing is a feasible and desired employment option for teachers.
2. Job sharing increases the number of available teaching positions for unemployed teachers, but its actual impact in reducing the large number of unemployed teachers is minimal. The pilot test nature of the project, with its restrictions on program size, precludes it from having any significant effect on unemployment, but for those new hires participating in the project, job sharing has provided meaningful employment opportunities.
3. Job sharing has generally created a more stimulating environment for the tenured teachers in their professional capacities. Tenured teachers report an increase in job satisfaction, work productivity, and quality of work.

4. While conclusive evidence is lacking on whether job sharing provided additional educational stimulus for students, responses from students, parents, job sharers and principals indicate that, generally, the pilot project has had a positive effect on the quality of education provided.

The report further asks the Legislature to remove the restrictions that only classroom teachers may apply for the pilot project, thereby enabling other certificated school personnel, such as counselors and librarians, to participate in the project; and to remove the restriction that only 5% of the eligible personnel at any one school may participate.

It is expected that the final evaluation in March 1981 will recommend job sharing as a viable employment option.

California Findings

In 1978, New Ways to Work founded its Job Sharing in the Schools Project to assist teachers, their organizations and school districts throughout California interested in job sharing. In the 1979-80 school year, the project conducted a field study of California school districts to obtain statewide data on the arrangement.

Researchers found that job sharing had increased dramatically since the 1976 preliminary report. A random survey showed that three years later 27.6% of California school districts had some form of job sharing, and more districts had adopted formal policies or negotiated contracts permitting the option.

The nine districts surveyed in 1976, which then had 38 sharers, were up to 119; the greatest number of sharers in any one district had risen from 10 to 31. Many other districts also had initiated sharing, and the greatest number of sharers in any one district in the state was 136. (See Appendix for further results and methodology.)

Researchers also discovered new reasons for the increased interest in job sharing as well as a greater variety and sophistication in implementing the arrangement.

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Why It's Done

In a questionnaire sent to Califonia school districts with job sharing, New Ways to Work asked, "Why was job sharing initiated in your school district?" Seventy-four percent of the school districts that responded indicated that they allowed the arrangement because two full-time teachers requested it. In some instances, districts initiated job sharing for reasons of their own. This chapter will examine why teachers are requesting job sharing and why districts are initiating the option.

Teachers

The specific reasons teachers want to share are as varied as the people themselves, but, as the following profiles show, they all share the common desire for more time to do something else.

Ann and Barbara

Ann and Barbara were both teaching full time in 1975 in a large urban school district in California. Ann's elderly parents, who lived about an hour's drive from her, became ill that year and began to need her help. Ann neither wanted nor could afford to give up teaching, but her attempts to both teach and care for her parents were taking their toll. She voiced her dilemma to a friend, Barbara, who had frequently mentioned her own difficulty in caring for her small children at home as well as a classroom of 30 second graders. They hit on the idea of job sharing.

No one in their district had ever done it before. They discussed it with their principal, who was reluctant, but agreed to consider it. He told them to write a proposal explaining how they might share. They had many discussions with the principal and the personnel director, and, in the end, it was the recommendations of these two administrators that persuaded the superintendent and the Board of Education to let the teachers try it. The two have been sharing ever since and are planning to share again in 1980-81. According to Ann, "Job sharing was really an answer for me. It's been a perfect arrangement."

Carl and Diane

Diane decided she wanted to share her full-time teaching position because she wanted to spend more time at home with her young child. School administrators liked the proposal because it meant hiring a new person, bringing in new ideas and new blood into a district with an aging workforce.

For Carl, who was hired by an interviewing team that included Diane, job sharing created a way to break into a glutted profession. Moreover, he found he was able to learn a great deal from his veteran partner.

"It's hard to explain the many advantages and how well everything worked out this year," he said. "It was really a great experience for me."

Ellen and Frances

Ellen had been thinking about job sharing for a year before she decided to do something about it. She wanted a job to share under California's "reduced workload program," which allows teachers over the age of 55, in participating school districts, to work half time and receive full retirement credit as a way of phasing into retirement.*

Frances wanted to job share because she had three sons at home with whom she wanted to spend more time.

The two met through a mutual friend and "just hit it off." They also visited each other's classrooms several times to see if their teaching styles were compatible. They were. The two shared a kindergarten class in 1979-80 and intend to share again this year. Frances will probably return to full time when Ellen retires.

According to Ellen, job sharing was a "wonderful opportunity." For the first time in many years, she said, she had "no-end-of-the-year stress, fatigue or burned out feeling."

The pair's advice to teachers about to begin job sharing: "Be sure you are compatible."

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* In 1974, the California Legislature passed Assembly Bill 3339, amending the state Education Code. The law provides that a school district and an eligible teacher working half time may contribute to the State Teachers' Retirement System as if the teacher were working full time. The teacher, therefore, receives full service credit. To be eligible, an employee must be at least 55 years old and have been employed in a full-time position requiring a certificate for at least 10 years, including the five consecutive years immediately preceding the reduction in workload. (See appendix for full text of this law.)

Georgia and Helen

Georgia had been teaching 10 years when she decided to attend a districtwide meeting for anyone interested in job sharing. Why did she decide to share? "To have more time to do things I enjoy doing, which requires a few extra days off each week. Also, I was just tired of teaching full time and wasn't enjoying teaching the way I used to."

She met Helen, who was just returning from maternity leave. After they discussed compatibility and scheduling needs, they decided to become partners.

The split-week schedule they chose allows each to plan for her days off. According to Georgia, who spends some of her time off as a judge for local sports events, "People who need my services know I'm available on Thursday and Friday." And, she adds, her principal is "very enthusiastic because of the letters of compliments and satisfaction with the program from parents of our students."

These cases reflect some of the reasons teachers want to share—to meet family responsibilities, especially caring for young children, to phase into retirement, to have time for other interests and to break into the field. Other teachers share to maintain their health and avoid burn-out, or to make a transition to a new career.

School Districts

One can readily understand why teachers are interested in job sharing. But why are so many school districts beginning to say "yes" when approached by two employees who want to share? School district administrators unanimously respond that the teachers making the request were good and valued teachers; the district hated to lose them and felt that it could accommodate them with few or no problems.

Once familiar with the concept of job sharing and how it can work in their districts, many school boards and administrators have initiated or expanded the practice. Job sharing has been used as an affirmative action tool, an alternative to lay offs, a method for phased retirement, a response to special needs, and a recruitment tool to induce teachers back to the classroom. Here are a few illustrations of the initiation or expansion of job sharing in response to administrative requirements.

A Way to Increase Affirmative Action Hires

In the 1970s school districts and their communities became increasingly aware of minority needs as they began to comply with affirmative action hiring mandates designed to redress the effects of institutional racism and sexism. This was particularly true of urban and suburban school districts where there was low attrition rate for teachers and an increasing number of minority students. As Robert Seymour, Program Director of Certificated Personnel for the San Francisco Unified School District, remembers, "several years ago I helped begin a limited program of job sharing for our district in an attempt to increase attrition of our certificated staff so that the district could hire in an affirmative manner." This program together with an active recruitment policy allowed the district to increase its minority placements significantly.

Other districts have not had such dramatic experiences, but point to job sharing as a way to retain their affirmative action gains. In a time of economic cutbacks where those last hired are first fired, any two senior teachers who cut back by sharing save the place of one recent hire.

An Alternative to Layoffs

The end of the "baby boom" created a problem for many school districts accustomed to expansion and generous public support. The past decade has been a time of declining enrollment, diminishing revenues and sharply reduced employment opportunities. In California, the Serrano-Priest deci-

sion and Proposition 13 turned a growing concern about financing public education into a nightmare. Layoffs became all but inevitable.

Many districts introduced or expanded their use of job sharing in order to avoid as many lay offs as possible. As Dr. Hoffman, Superintendent of the Santa Clara Unified School District noted, "the option to work in a shared job or a permanent part-time position may give the school district more energy and flexibility. It may be an alternative to some of the pressing personnel problems facing all school districts."

"If we could get 20 people doing this, it would create 10 openings. That would be 10 teachers we could retain rather than lay them off," noted Nick Gervase, the district's personnel director.

Al Zamolo, Personnel Director for the Mount Diablo Unified School District, says that initial discussions with the teachers' association about job sharing reached an impasse over the question of health benefits. Then "in 1976," Zamolo explains, "we faced the prospect of lay offs and decided to go ahead with a job sharing program despite the cost of providing full health benefits for sharers. We limited the program to 1% of certificated personnel the first two years, but job sharing was working so well for us that we decided to lift the quota to help reduce the impact of declining enrollment and reduction in services." Mount Diablo had 42 sharers during the 1979-80 school year.

A Method for Phased Retirement

The rise in the mandatory retirement age, layoffs—in which younger teachers are let go—and declining enrollments—which prevent the hiring of new teachers—have all contributed to an increase in the median age of teachers. Many California districts in the late '70s found their median age to be over 50 and increasing with every layoff.

The problem for administrators became how to bring younger teachers with new blood and new ideas into the district.

California Assembly Bill 3339 provided administrators with a means of allowing older teachers to phase into retirement. Under its provisions the teachers work five years at half time and continue to receive full retirement credit as well as the full rights and benefits to which they would otherwise be entitled. (See Appendix for full text of the legislation.)

Approximately 400 teachers in California are currently on the phased retirement program. Many of them share their positions.

As Robert McLean, Assistant Superintendent for Personnel Services in the Palo Alto Unified School District, explains, job sharing "...provides us the opportunity to bring in new spirit, new blood, new enthusiasm, which we would not otherwise be able to make a part of our district operation."

A Response to a Special Need

The Southside Elementary School District in Hollister, California, runs a year-round educational program. The session between June and October primarily serves the children of the migrant agricultural workers who are in the district during the summer harvest season. The presence of these children more than triples the enrollment of the regular school, creating greater demand on teachers.

In 1979, the district experimented with two people sharing a teaching position. Though working full time, Migrant Instructional Support Teacher Suzy Woodall and another teacher shared one position. This allowed Woodall to both teach and supervise, and provided time for the other teacher to work with parents. In 1980, the program was expanded to allow two teachers to share classes. To ease preparation time for teachers, each was given one subject and the students moved from teacher to teacher. Woodall has been delighted with her sharing. It "allows me to have direct student contact in addition to my supervisory tasks," she said.

Although pleased with the start they had made on developing this educational program, administrators found some problems. The teachers, handling one subject for different students, were not communicating enough with each other about the needs of the individual students. Administrators are now designing shared positions for next year so that teachers can plan and communicate together, thus providing an exciting and comprehensive program for migrant students.

How It's Done

Starting the Program

From the Teachers' Perspective

Most job sharing begins with a written request from teachers. Usually, two full-time teachers in a school district team up and propose the idea. Sometimes, however, a single teacher wants to share and proposes an arrangement whereby another teacher would be hired to complete the partnership.

In either case, the teachers prepare for writing their proposal by doing some research. They obtain specific information from other districts plus general written materials that support the arrangement. These can provide helpful information and reassure the skeptics. The collective bargaining agreement and school district policies also need to be checked for their provisions on teachers' benefits and rights.

The teachers' next step usually is to explore the attitudes about job sharing of their principal, the personnel office, their bargaining unit and, sometimes, the school board members, with an eye toward possible support as well as objections that they may need to overcome.

The principal's support is the key. Even school districts with job-sharing programs rarely allow the arrangement in schools in which the principal is opposed. When teachers have a good relationship with their principal, they usually find that any initial reluctance to accept job sharing is overcome by the principal's wish to retain them.

This homework accomplished, the teachers sit down together and write their proposal. It includes why they want to share, how they will divide time and tasks, how benefits, salary advancement, and rights can be handled and what advantages there are for the district, the students and themselves.

They give the proposal to their principal to review, then it usually goes to the director of personnel and to the superintendent. In most cases, job sharing also must be approved by the Board of Education. As the proposal is reviewed, the teachers may amend it to accommodate the concerns of these parties.

From the District's Perspective

Whether a school district allows job sharing in response to a teacher's request or to alleviate specific staffing problems, it must determine on what level it will begin this arrangement. Some districts do so on a limited basis.

For example, the district administrators may come to an agreement with the requesting teachers and allow them to share during the next school year without adopting any formal policy. Other districts adopt a formal policy allowing job sharing as a pilot program with a limited number of teachers trying it on a one-year experimental basis. The program and the success of the partnerships are evaluated at the end of the year by the school district administrators and often by the parents and students as well.

In recent years more school districts, basing their decisions on the experience of others, have implemented job sharing programs by first adopting policies or negotiating contract language with the teachers' bargaining agents. Gone are the pilot programs and limitations of the experimental days of job sharing. In its place is a program that actively recruits teachers to share. These districts usually distribute information about the new option to all teachers and hold meetings to describe its conditions to those interested.

Many of these districts also require a team wishing to job share to submit a written proposal explaining how they will schedule their time and divide teaching and other responsibilities. They also are asked to explain their plan for communicating with each other, their principal and the rest of the staff and their suggestions for handling benefits and rights.

Designing a Partnership

Successful partnerships don't just happen. They are carefully planned. This section is designed to make that planning easier. Teachers will find advice on how to choose a partner, decide on schedules and tasks and plan a communication system. Principals and other school administrators can examine the material with an eye to building the keys to success into their own job-sharing programs.

Pairing

Compatibility of the two teachers sharing is the single most important ingredient of a successful partnership. As one teacher put it, "Job sharing is like a marriage. You should choose your partner carefully." In agreement, one personnel director remarked, "The benefits of job sharing are huge for everyone involved. The key is to ensure compatible instructors."

Because of this, most school districts either allow or require that teachers who want to share find their own partner. In many districts, especially small

ones, this is easy because the teachers know each other. In large districts, however, it may be difficult. Personnel directors in these districts usually maintain a list of teachers who want to share and make available the names and phone numbers of potential partners to teachers on request. One large urban district maintains a loose-leaf folder in its district office with an information sheet on each teacher who wants to share and is looking for a partner. This allows others in search of a partner to check in advance such things as desired schedule, desired grade level, educational philosophy and disciplinary approach.

One school district ran into trouble when the superintendent decided to match the sharers himself without using any of the procedures needed to determine compatible pairs. Throughout the school year problems arose between partners with different educational and disciplinary philosophies. The program was discontinued.

When choosing a partner, most teachers look for someone who wants to teach the same grade and the same schedule. But beyond that, there are many questions to consider:

- ☐ *Do we share the same teaching philosophy and educational goals?* As one sharer said, "You must be unified in your approach when dealing with parents and children since job sharing is new. It's hard on everybody if you don't have the same basic attitude."

- ☐ *Are our opinions on discipline similar?* Discussing rules of behavior for the classroom and how those rules will be enforced can help teachers assess their compatibility in this area.

- ☐ *Are our habits (i.e., orderly vs. disorderly) similar enough to share the same space?*

- ☐ *Are we both apt to put in about the same amount of effort?* A team where one teacher does the minimum and the other is a workaholic is probably headed for trouble.

- ☐ *Do we like each other?* Sometimes this is the easiest clue to compatibility. As one sharer put it, "We just hit it off."

Many sharers say they sat in on each other's classes in order to answer these questions and decide whether they were compatible. Teachers also can find out as they begin to design the partnership and plan for the year whether they are, in fact, compatible. One principal, asked how he assesses the compatibility of a pair requesting job sharing answered, "If they can agree

on and write a comprehensive and well-designed plan for the school year, I assume they'll be compatible."

Communicating

Communicating—how to do it, when and where to keep a record that won't disappear under a mountain of scrawled notes—is the biggest challenge mentioned by job sharers. They must communicate with each other and with their principal, the rest of the staff and parents.

At the beginning of the year, sharers spend much time discussing their plans for the year, classroom procedures and rules of behavior. Often they teach together for a few days to establish consistency in their ways of handling these things.

As the year goes on, each partner must communicate important events, student problems, homework due dates, extensions and deviations from established procedures to the other partner. Sharers often use phone calls, daily logs, information boxes and the paraprofessional to convey this information.

Many sharers make an agreement with their principal to be treated as one teacher rather than two. In this way, the principal doesn't have to be concerned about communicating everything to both persons—whatever the principal tells one of them can be considered told to both. Sharing teachers always must be careful to let the principal know when there is a schedule change. Most pairs have an agreement that gives them the flexibility to switch days off when they need to, provided they inform the principal.

Colleagues will want to know the sharers' schedules and responsibilities, too. Sometimes a note posted in the faculty room is the easiest way to provide them with this information.

Sharers should decide on their method of communicating with parents before school starts. Parents new to this arrangement may be concerned about how their child will function with two teachers or which teacher to call if there is a problem.

Before school starts, many sharers write to their students' parents to explain their educational program and the sharing arrangement. The letters often promise a full explanation at back-to-school night. As one sharer explained, "We discuss job sharing on back-to-school night, and exactly how we plan it. Some parents are apprehensive at first but soon find that the educational process is working very well with two teachers and the students adjust to it very quickly."

One principal who was concerned about how parents would react to job sharing said that his fears were allayed when parents called in to ask for their child's teacher. They didn't care which teacher they spoke to, it seemed, because they knew that either could help them.

Sample Letters Sent to Parents

September 21, _____
Dear _____,

Last June we held a meeting for the parents of the students who would be in our fifth-grade classroom this September. At this meeting we introduced our new cooperative program.

At the Open House this Thursday evening, September 25, we would like to give those parents who were unable to attend our June meeting another chance to become informed of our program. If you are interested in attending, we would like to ask that you meet with us at 6:45 p.m., 15 minutes prior to the opening of Open House.

We are looking forward to meeting you and answering any questions that you may have. See you at 6:45.

Sincerely yours,

_____
_____

June 1, _____
Dear _____,

Your child has been assigned to our fifth-grade classroom for this next school year.

On Tuesday evening at 7:30 p.m., Room 18, we would like to introduce our new approach of teaching to the parents of our future students. At this time, you will have the opportunity to become familiar with our program and ask any questions that may arise.

We would like to encourage you to attend and look forward to meeting you.

Sincerely yours,

_____
_____

Scheduling

Most districts allow teachers to choose any schedule that is mutually agreeable to themselves and their immediate supervisor. This policy allows the teachers and principal the flexibility to adjust for the needs of the individual teachers while maintaining quality teaching in the classroom.

A few districts limit teachers to two schedules: split day (morning/afternoon) or alternate semesters (fall/spring). These districts seem to do so because they fear that, under other schedules, continuity of instruction may be disrupted and students may be confused. It should be noted, however, that none of the districts that allow other schedules reported any problems with them.

Several districts allow teachers to share any portions that add up to a full-time job. For example, teachers may share on a 60-40 or 80-20 basis. Most limit sharing to two teachers sharing equally.

Regardless of which schedule teachers choose, many decide to teach together for a period at the beginning of school. This ranges from three days to one month. These teachers do so to acquaint the students with both of them and the program and to develop a feel for each other's teaching that will help them work effectively together. They say they are better able to agree upon and standardize procedures by spending some time teaching together. A few districts, in fact, require that both teachers be present for the first couple days of school.

Below are some schedules used in California school districts with a discussion of the merits of each, primarily as seen by the teachers themselves.

Split Day (morning/afternoon)

With this schedule each teacher works a half-day each day. They usually overlap at the lunch hour, which they use to bring each other up to date.

Some districts require this schedule for teachers, arguing that teachers must be at school every day and that students need this kind of regular schedule to avoid confusion and to ensure continuity of instruction.

Some teachers choose this schedule because they feel they will be fresher if they only work half-days. One teacher said, "It's hard to be joyously creative hour after hour. This way, you can leave when the slump hits." Another sharer, a mother of young children, likes it because her own children have a regular daily routine. Because she teaches afternoons, she

adds, when her children are sick, she has t[illegible]morning to be with them and make special arrangements.

This same teacher also feels that this schedule makes it easy to divide the subjects. She teaches half the subjects and doesn't have to worry about the rest. Students, too, she says, benefit from having a regular routine.

By contrast, two teachers who initially chose a split-day schedule decided to abandon it. The problems they encountered included discipline carryovers and lack of continuity for staff; they had no sacred time to talk (everyone else wanted them during the lunch hour, too); they felt the space was never their own; by the time they wind up and wind down, they're gone; they had no big blocks of time for themselves (no free, full days); their potential free time was eaten up dressing and commuting each day.

Split Day Schedule for Teachers A and B

	M	T	W	Th	T
Morning	A	A	A	A	A
Lunch	A&B	A&B	A&B	A&B	A&B
Afternoon	B	B	B	B	B

Split Week

Sharing teachers often split the week, scheduling themselves to work two days one week and three the next. A common pattern is that each teacher has two regular days, and they alternate the fifth day (often Wednesday).

Sometimes, however, teachers choose to work three days each week, overlapping on Wednesday. Although this means donating some time, they choose to do so because they enjoy teaching together.

A less typical way that teachers split the week is by each working two and a half days, changing at noon Wednesday.

Teachers who use some form of the split-week schedule report a number of advantages. Most cite the benefit of long weekends or large blocks of time for themselves. Additionally, they say, they know which days they will be working and are able to plan for their other activities ahead of time. One teacher adds that this schedule gives her more time to plan lessons. And another says, "We have found that this schedule does not disadvantage the children in any way. We have had no complaints since we started. We come into the class fresh and rested, and we love the time this schedule allows us to spend with our families."

None of the teachers who split the week reported any disadvantages to using it. A few school districts, however, maintain that this arrangement jeopardizes continuity of instruction.

2 Day/3 Day Split Week Schedule

	M	T	W	Th	F
1st Week	A	A	B	B	B
2nd Week	A	A	A	B	B

Overlapped Split Week Schedule

M	T	W	Th	F
A	A	A&B	B	B

2½ Day Split Week Schedule

M	T	W	Th	F
A	A	A/B	B	B

Alternate Weeks

Many teachers choose to teach alternate weeks. They usually do this by starting on Wednesday and working through Tuesday. Thus, they have a continuous week of instruction, but they never work more than three days without a day off.

Janis, who has chosen this schedule, says it seems to work well for everyone. Her partner likes it because he commutes to school. "The students like seeing a new face in the middle of the week; it breaks up the days for them. We feel refreshed coming back."

Mary shares a third grade classroom with her partner. She explains that they chose this schedule mainly for the teaching block: each person would have enough time to plan and teach a certain block. Her principal, initially reluctant to allow job sharing, also was more comfortable with this schedule than with others. It worked out well for them, Mary says, and they plan to use it again next year.

Some principals, however, have voiced concern about the alternate week schedule. They say that it makes communication between the principal or other staff and the sharers more difficult, because the sharers do not have fixed days that they are at school. The principal and other staff must keep track of whose week it is.

One pair who alternated weeks during the 1979-80 school year decided to split semesters the following year. Ann would teach the first half of each semester, her partner the second half. They wanted to change because each was reluctant to start major projects that the other didn't want to do. Each of these kindergarten teachers looked forward to planning special events and projects for the holidays that would fall within her teaching period.

Alternate Week Schedule

	M	T	W	Th	F
1st Week	A	A	B	B	B
2nd Week	B	B	A	A	A
3rd Week	A	A	B	B	B

Alternate Semesters

Teachers who choose to work alternate semesters have a very different experience than teachers using any of the other schedules described. Their sharing is limited. They need to plan together at the beginning of the year, at least to determine what the fall semester teacher should cover. They also need to work on creating a smooth midyear transition. Many of the other aspects of job sharing discussed in this book may not apply to alternate semester teachers.

This schedule has advantages for teachers who prefer to work alone, but want to work part time, and for persons who want a large block of time for themselves.

June decided to share her job because she felt burned out. This schedule, she says, gives her the time she needs for herself, and when she returns she's a better teacher. She adds, "This is the only way I can do it. I could never do half a week."

Jan also chose to alternate semesters with her partner because she wanted time to open a retail shop and get it under way. Moreover, she says, "Any other way (schedule) is teaching full time at half the pay because a good teacher would always be thinking about the kids."

This schedule suited Marie's needs equally well. She wanted to return to school to pursue her master's degree; this enabled her to concentrate on that full time for one semester.

Finally, Betty, who was sharing her job in order to phase into retirement, chose this schedule because she wanted time to travel with her retired husband but didn't want to give up her teaching. Alternating semesters with another teacher gave her the best of both worlds.

Many principals and district administrators like this schedule because it is always clear who is there and who is not. One teacher has full responsibilities for everything one semester, the other the second. Other principals and administrators stress that under this schedule the school loses the "two heads are better than one" benefit.

Of course, some teachers quickly point out that this arrangement would do nothing for them. Parents of young children and teachers under stress often want their teaching load lightened year-round rather than the imbalance of full-time work one semester, no work the next.

Variation on Alternate Semesters

Some teachers work a variation on this schedule. They alternate semesters, but during the semester they work, they only put in four days a week. The partner takes the fifth day and uses that time for field trips and special projects. One teacher with this schedule says she enjoys having a three-day weekend when she's the "full-time" teacher. She also feels the students get consistency in grading and classroom instruction.

Margie, who uses this schedule with her partner, says, "I cannot be more positive about our experience in job sharing. It is great! I am convinced the 4-1, 1-4 arrangement is best for teachers and students." She goes on to explain: "The prime advantage to a 4-1 schedule is that one teacher has the principal responsibility for basic subjects. Continuity results. For the students there is no Friday letdown. There is a new approach to the regular studies. There is time for supplementary activities and enrichment, and time for the teacher to plan them."

Variation on Alternate Semester Schedule for Elementary Teachers

	M	T	W	Th	F
1st Semester	A	A	A	A	B
2nd Semester	B	B	B	B	A

Secondary school teachers who are sharing a position equally and don't want to work alternate semesters often choose another variation on this schedule. Teacher A has three classes the first semester and teacher B has two. Second semester they switch and teacher A has two classes; teacher B has three.

Variation on Alternate Semester Schedule for Secondary Teachers

1st Semester	M	T	W	Th	F
1st period	A	A	A	A	A
2nd	A	A	A	A	A
3rd	A	A	A	A	A
Lunch					
4th	B	B	B	B	B
5th	B	B	B	B	B
2nd Semester					
1st period	B	B	B	B	B
2nd	B	B	B	B	B
3rd	B	B	B	B	B
Lunch					
4th	A	A	A	A	A
5th	A	A	A	A	A

Schedules Other Than 50-50 Split

Some teachers work a 60-40 or 80-20 split. This often is accomplished by splitting the week. For example, under the 80-20 split, one teacher works four days, the other one. Similarly, the 60-40 teachers divide their time so that one works two days, the other three.

In cases where one position involves teaching one or two subjects to different classes (the common mode of high school teaching), these unequal splits are usually accomplished by dividing the classes. One teacher might take one class, the other four. Another pair might divide the work so that one teacher has two classes, the other three.

60-40 Split by Classes

	M	T	W	Th	F
1st period	A	A	A	A	A
2nd	A	A	A	A	A
3rd	A	A	A	A	A
Lunch					
4th	B	B	B	B	B
5th	B	B	B	B	B

80-20 Split by Classes

	M	T	W	Th	F
1st	A	A	A	A	A
2nd	A	A	A	A	A
3rd	A	A	A	A	A
Lunch					
4th	A	A	A	A	A
5th	B	B	B	B	B

60-40 Split by Days

M	T	W	Th	F
A	A	A	B	B

80-20 Split by Days

M	T	W	Th	F
A	A	A	A	B

Dividing Teaching Responsibilities

How elementary teachers divide the teaching responsibilities depends largely on the schedule they have chosen. Secondary school teachers usually divide up the classes that need to be taught.

Teachers working either a split day or some form of the split-week schedule generally divide the curriculum into areas of responsibility. The division is clearest for teachers working the morning/afternoon split. One may prepare, teach and grade science, math and social studies, while the other takes reading, art and music. Split-week teachers often divide the preparations and responsibility, but both teachers teach all subjects. One sharer with this schedule says, "We each take two areas and prepare the work, so it is ongoing regardless of whose day it is."

Another, who teaches her second grade class two days one week and three the next, explains, "We both teach all subjects but divide responsibility for the preparation of materials and plans—though we both offer input of ideas and materials. I usually do the math, science and music planning. My partner does art and language arts."

The advantage for these teachers is that they have more time for planning lessons because they have fewer subjects on which to concentrate. They do, however, share ideas about the entire curriculum with each other.

Some sharers who use the two schedules mentioned above share the planning for all subjects. These teachers say they enjoy doing it together.

Teachers who share by alternating weeks, months or semesters face a very different situation. These teachers obviously must teach all subjects if the students are to receive continuous instruction. Sharers usually prepare and teach their own block but do overall planning together so that each block makes a smooth transition to the next.

One fifth grade teacher with an alternate-week schedule reports the following about dividing teaching responsibilities: "Teaching responsibilities are divided right down the middle—we each do the same number of conferences and do report cards every other quarter. We both teach all subjects with one exception. My week, I teach science; my partner's week, he teaches health. We leave each other at least one full day of plans for return and usually sketch in the rest of the week. We grade all work we assign ourselves."

Dividing Non-curricular Responsibilities

Sharing teachers must agree on how to handle non-curricular responsibilities such as faculty meetings, parent conferences, open house, school picnics and parties, field trips and PTA meetings.

Job-sharing pairs handle parent conferences in different ways. Many talk with parents together, although this involves putting in extra hours at conference times. Some principals and some school districts require that both teachers attend the conferences. They seem to feel that parents want or expect this.

Other teachers, however, divide the parent conferences. Several teams report that parents see one teacher in the fall, the other in the spring. Other pairs divide their conferences, but both attend conferences with parents of children who are having problems. Still others allow parents to choose the teacher with whom they will confer.

Handling of faculty meetings is equally varied. Here again, some principals and school districts require that both teachers be present for all faculty meetings. In other districts, the choice is left to the teachers. Sometimes they alternate. Sometimes one takes all the faculty meetings (usually because they fall on that teacher's day), and the other assumes another responsibility (curriculum committee meetings, for example). In either case, the one who attends speaks for both and passes on the information from the meeting to the partner. Principals usually have an agreement with their sharers that both partners are responsible for anything said at faculty meetings. As one sharer put it, "The principal knows if he tells one of us, he has told us both."

Both teachers usually attend back-to-school nights and open houses, and quite often they both handle field trips. Other responsibilities, such as lunch or yard duty, are simply handled by the teacher whose day it is. They are usually flexible about school functions. A party that falls on one teacher's day, for example, will probably be attended by that teacher. The other partner usually decides whether to come in for it based on the importance of the event and other commitments.

Substituting Arrangements

Many teachers have written into their job sharing proposals the agreement they've reached about substituting for each other. They strive for an agreement that will be fair and will provide them flexibility.

School districts also have an interest in the substitution agreement. Many want sharers to substitute for each other because the districts save money by not having to hire substitutes and greater continuity is maintained in the classroom. Some districts, in fact, want this arrangement because a shortage of substitutes in their area makes it very difficult when a teacher is absent. On the other hand, some school districts prefer to use regular substitutes because they don't want the teachers to accummulate too much unused sick leave. They maintain that when the sick leave is rolled into retirement credit the school district ends up paying more. It should be noted that, regardless of which substitution policy the district pursues, a job sharing *pair* receives the same number of sick days as a full-time teacher.

The arrangement that most teachers in most school districts use is one in which each sharer substitutes for the other when they can. Usually, sharers who do this keep their own records of "payback" days, or days their partner owes them. In this way, teachers do not use up their sick leave.

Some sharers choose not to substitute for each other. They want to keep their off days for their own regularly scheduled activities. In these cases, the district hires a substitute when one of them is sick.

Role of the Principal

Principals are responsible for ensuring smooth-running schools that provide quality education, and they play a key role in any job-sharing program. Most school districts allow principals to accept or reject placement of a job-sharing pair in their school. But few districts appear to provide their principals with an opportunity to receive in-depth information about the option and to discuss what it will mean to them.

In some cases, failure to do so has resulted in an initial reluctance on the part of site administrators to accept the arrangement. Some have been concerned about whether the sharers will require added supervision, how parents will react, what will happen if the partnership doesn't work out and how the regular full-time staff will accept the sharers.

Principals with sharers, however, almost unanimously support job sharing.

They say that the benefits of having the program in their school outweigh any small inconveniences. One principal conceded that job sharing did take up a little more supervisory time, but explained his reasons for supporting it: "If you are happy with the pair, it is a great chance for innovation without risking basic education. It can be very exciting."

Teachers often report that their principals, reluctant to accept job sharing at first, have been very pleased with it once they tried it. This comment from one sharer is typical: "He (the principal) was negative to begin with. He has stated that he's pleased and surprised to see how smooth things go: 'I notice the children are the same no matter who comes to pick up the line in the morning.'"

Another sharer reported that her principal was "very apprehensive at first—very satisfied now. We've been careful to be certain that we are not a burden to him."

In general, the potential problems of job sharing that concern principals can be avoided by careful planning.

Some added supervisory time probably will result from having job sharers. This can be minimized when both the principal and the school district insist that the teachers submit carefully thought out, thorough proposals for how they are going to share. It also should be noted that the teachers themselves have a big stake in seeing that their partnership works. One teacher said, "I hold myself to a higher standard and finish work I might otherwise let wait for next week, because I know my partner's expecting it." When job-sharing teachers monitor and supervise each other, they relieve principals of some of that burden.

Problems with parents usually can be avoided by careful planning. The teachers' proposal should include a provision for how they are going to explain their program and its advantages to parents. Teachers who have informed parents at the beginning of the year report no problems. In some school districts, job sharing has become so common and so accepted that administrators no longer find it necessary to single out the arrangement as a special one. These districts, too, report no problems.

What to do if one of the teachers leaves during the year or if a pair turns out to be incompatible is a frequently heard concern of principals. A job-sharing team may lose one of its partners during the year because a serious illness, an accident or a spouse's transfer requires a teacher to resign or be absent for a long time. When this happens, a district has the options of asking the other partner to go full time, of finding another partner for the remaining

sharer—perhaps by hiring a long-term substitute—or of hiring a substitute to take over the entire position and finding something else for the remaining sharer to do.

Most districts ask the remaining sharer to teach full time. This option is easiest for the district and least disruptive to the students. The sharer, however, may not be willing or able to do so.

In that case the district usually attempts to find the sharer a new partner. (A few districts routinely use long-term substitutes or temporary teachers to fill in partnerships.) When this happens, compatibility and cooperation between the new partners can be assured by including the sharer in the selection process, and by the first teacher working with the new partner to maintain continuity of the classroom program.

The remaining option for the school district is to hire someone to take over the entire classroom full time and find something else for the sharer to do. Many districts find this unpalatable because it requires the students to adjust to both a new teacher and a new program in the middle of the year.

When a pair turns out to be incompatible, most districts ask the principal at the school to resolve the problem. The most common way this is handled is for the principal to talk with the teachers together and in separate closed-door sessions, possibly arranging stricter communication requirements, such as a log book or daily phone calls, or establishing a different schedule to minimize disruptions. The principal may find that talking things out thoroughly with both teachers will allow them to see the situation differently enough to make their own modifications.

If this intervention is not effective, then the principal may have recourse to the director of personnel or the superintendent. At this point the district's policy on unsatisfactory teachers comes into play. The teachers may be negatively evaluated, the option of sharing may be removed or the teachers may be terminated for cause.

Problems with incompatible teachers rarely occur when teachers are allowed to choose each other. The requirement of a thorough, written proposal from job-sharing applicants also serves to avoid this problem. Teachers who job share have a great stake in its success, so they put a lot of effort into seeing that it works out well.

Finally, principals also have indicated concern about how job sharers will get along with the rest of the staff. Will this cause any resentment? Will there be communication problems among the staff? Inquiries to teachers

and principals have failed to uncover any problems along these lines.

Mount Diablo Unified School District, which surveyed 13 principals with job sharers in their schools, reported that 100% of them thought that job sharing should be continued and would be willing to do it again. The principals also were asked, "Did you encounter any additional administrative problems as the apparent result of job sharing in relation to general staff resentment or morale problems?" All 13 answered, "No."

Principals' Checklist for Reviewing Teachers' Job-Sharing Proposals

1. Do the teachers show that they are compatible with each other? Consider:

   - ☐ Personal traits
   - ☐ Educational philosophy
   - ☐ Areas of effectiveness
   - ☐ Experience
   - ☐ Discipline in the classroom

2. Have the teachers designed the division of teaching tasks?

3. Have the teachers agreed how they will cover the items listed below?

   - ☐ Faculty meetings
   - ☐ Parent conferences
   - ☐ School picnics and parties
   - ☐ Field trips
   - ☐ PTA meetings
   - ☐ In-service training
   - ☐ Open House
   - ☐ First days of school
   - ☐ Last days of school

4. Have the teachers agreed on an acceptable division of time? What is it? (e.g. 3 days, 2 days—morning, afternoons)

5. Have the teachers agreed on basic ground rules for classroom behavior?

6. Have the teachers agreed on a communication system?

   - ☐ Between themselves
   - ☐ With you, as principal
   - ☐ With parents (particularly, a plan to communicate with them about the program at the beginning of the year)
   - ☐ With other teachers and staff

7. What ground rules do you want to set down regarding communication between yourself and the sharers?

8. How will the sharers be evaluated?

9. Have the teachers agreed on a means of regularly evaluating their own partnership, thus increasing their chances for success?

Benefits and Rights

Before submitting proposals to job share, teachers and administrators must check the provisions on teachers' benefits and rights in the collective bargaining contract and any policies affecting them adopted by the school board. For example, a school district's contract already may provide for full health benefits for all part timers working 50% or more. Any existing provisions will affect how job sharing is implemented in that district.

Those provisions to consider are salary and salary advancement, benefits, seniority, tenure and reversibility (right of return to full time).

Most of these are handled easily and uniformly. Salary, for example, is prorated. A 50% sharer earns one-half of what (s)he would earn if working full time. Statutory benefits (workers' compensation and disability) are based on salary earned and, therefore, are prorated automatically. Vacation time is the same for sharers as for full-time teachers, and vacation pay is prorated. Holidays usually are prorated, although teachers may have to adjust their schedules somewhat because most of the holidays could fall on one teacher's day. Sick leaves are always prorated.

School districts do differ on how they handle salary advancement, health benefits, seniority and reversibility. This section briefly examines those issues. For a more comprehensive treatment in-depth, the reader is referred to New Ways to Work's *Guide to Policies and Contracts on Job Sharing in the Schools.*

Salary Advancement

District policies vary on whether job sharers advance a full or a proportional step on the salary scale after a year of service.

While most school districts advance their teachers one full step at the end of the year, provided they have worked 50% or more, a few districts prorate the credit, so that a teacher working half time would receive one step credit after working two years.

Health Benefits

The majority of school districts prorate health benfits for sharers. This policy is popular with school districts because it does not raise their costs. For a half-time teacher, the district pays half the amount they pay for a full-time teacher, and the sharer has the option of obtaining full coverage by paying the other half. In one district—where the policy is to provide prorated benefits—the sharers decided they would like to try something else. One partner takes full benefits, the second none because she is well-covered under her husband's policy. The second partner attends all faculty meetings in exchange.

A number of school districts do provide full health benefits for sharers. In general, these are districts that want to encourage teachers to enter the program. Districts facing layoffs, for example, sometimes provide full benefits as an incentive. In other districts, a strong teachers' organization may have demanded full benefits. In some cases this demand backfired—the district abandoned job sharing altogether rather than accrue the added costs of full benefits.

Some districts that started limited job sharing programs initially offered full benefits. As more teachers wanted to enter the program, the districts found that they couldn't afford more participants. One district in this dilemma negotiated an agreement whereby teachers who began sharing after a certain year received prorated benefits, while job sharers who began earlier continued to receive full benefits.

Seniority

The majority of job-sharing teachers receive one full year of credit toward seniority for each year of job sharing. Some districts, however, prorate seniority.

Reversibility

This is probably the biggest question about job sharing: Should a full-time tenured teacher who voluntarily reduces to a part-time position be guaranteed a return to full time on request? That is, does the sharer retain full-time tenure rights?

In some districts, the contract guarantees teachers a return to full time. These districts usually put the teacher on a part-time leave for the job-sharing year with automatic return to full time at the end of the year. As with health benefits, some districts use this guarantee as an incentive for teachers to enter the program.

Most districts, however, are unwilling or unable to provide this guarantee. Instead, they usually adopt a policy or agree in a contract that on request they will return the sharer to full time whenever possible. They often add that they will place sharers in positions for which they are qualified before hiring new personnel. In these cases the teacher has signed a contract reducing his/her workload. A legal question arises, however, from this language. Can a teacher voluntarily waive statutory rights; i.e., full-time tenure rights? The teachers' organizations maintain that they cannot; the districts that they can and do. A case involving this question is pending in Santa Clara County Superior Court.

A few districts handle the matter in another way. They require sharers to resign from their full-time positions, and then they rehire them as part-time teachers. Teachers' organizations generally oppose this arrangement, because it constitutes a break in service, jeopardizing seniority and tenure.

Regardless of how return to full time is handled, in all cases where tenured teachers reduce to part time they retain their tenure rights to at least a half-time position.

A Report Card on Job Sharing

Cost

Does job sharing cost a school district more money? This is a recurring question in today's time of economic retrenchment and one that is appropriately asked in boom times as well. The answer varies, and it depends, at least in part, on how the district implements the arrangement; i.e., policy on health benefits and substituting arrangements.

Many school districts report that job sharing saved money in two areas. First, districts realized savings because they didn't have to hire as many substitutes. Job sharers in these districts substituted for each other whenever possible.

Dan Thomas, principal of Lincoln Elementary School in the Paramount School District, explained in a local newspaper, "One of the big advantages of this is if one of the teachers got sick, you rarely would have to call a substitute because the other teacher could fill in. We figured it out for the Board of Education members—who, of course, are interested in finances—and we saw that we did save some money, so they allowed it."

Second, districts realized savings because many of the teachers who chose job sharing were at the high end of the salary scale. Teachers at the lower end of the scale were used to fill the remaining half position.

A few districts did report that job sharing increased their costs. Two of these said the added expenses were increases in benefit costs. In these districts, job sharers working 50% or more received full fringe benefits.

Some school district administrators said job sharing had no impact on the district's costs. One large district, for example, initiated job sharing to minimize layoffs, and gave sharers full fringe benefits as an incentive to join the program. The district's personnel director reasoned that the added cost of full benefits was balanced by the savings realized when teachers at the high end of the salary schedule elected to reduce to half time.

The aide to another personnel director, asked if her district saved money through job sharing, answered, "That's not the point. We allow sharing because the teachers like it. And since they like it, they're happier and they teach better. It's better for everyone."

Impact on Education

Administrators with no experience with job-sharing teachers in their school district often voice concern for the impact on the students. Will their

education be disrupted? Will they be confused by having two teachers instead of one?

Experience lays these fears to rest. All 43 school administrators who were asked to cite the advantages and disadvantages of job sharing agreed that education of the students had not suffered. In fact, 13 administrators listed *improved* education in the classroom as an advantage of job sharing. Reasons for this improvement, they said, were that the two teachers were each able to teach their strong subjects; the two teachers shared ideas and methods and both teachers taught better as a result; the combined talents of the two teachers were greater than those of a single teacher; and the teachers had more energy than full-time teachers.

The sharers themselves also perceived improved education in the classroom. Said one, "Because I teach only half time, I do extra planning and projects on my day off that I couldn't do if I were still working full time and had to do them at midnight." Another commented, "Job sharing gives me time for myself, and when I return I'm a better teacher."

One job-sharing teacher, asked to list what she liked about teaching with a partner, said, "Less pressure, am happier, more time to prepare units, NO BURN-OUT; I'm still very alert and eager when all others have had it." Responding to the same question, another teacher said, "I love it. It's the end of May and I'm not burned out. It's also great to have someone to discuss plans, discipline, etc., with." Still another teacher answered that he liked the "time to plan and execute ideas—more innovation possible—co-operative sharing of ideas and execution of them."

Parental Reaction

Administrators understandably have been concerned about how parents will react to their child being in a job-sharing situation.

To assess this concern, several districts surveyed parents of children in job-sharing classrooms. The survey results were overwhelmingly positive.

In the spring of 1979, Mount Diablo Unified School District sent questionnaires to the parents of its students in 15 job-sharing classrooms. The district reported: "87% (of the parents) stated they would participate in job sharing again, and only one parent reported a negative reaction to job sharing."

In another school district, parents of children in a job-sharing class were

sent a questionnaire, which asked them to assess the program: "Having had two teachers in the classroom this year, my child's education seems to have been (a) better than, (b) the same as, (c) worse than a regular one-teacher classroom." Twenty parents said it was better than a one-teacher classroom, and seven reported it was the same. Only one parent checked worse.

Here are some of the comments parents added at the end of the survey:

- ☐ "Paul started to like school for the first time since the first grade."
- ☐ "Special interests of each teacher enabled my child to learn that subject in greater depth. Teachers had more communication with home (even on) days not teaching."
- ☐ "Cindy's desire to learn has seemed to improve."
- ☐ "Class seemed less boring to my daughter because she had a fresh attitude toward each teacher as she returned to class."

As mentioned earlier, districts have found it advisable to inform parents whose children will be in shared classrooms ahead of time. In most cases, the job-sharing teachers explain their program to parents before school starts, thus providing parents with an opportunity to ask questions. One school district holds this meeting in the spring, inviting parents of all students scheduled to be in a job-sharing classroom. After the meeting, parents who prefer to have a single teacher for their children may have them placed in another classroom at the same grade level.

Administrative Reaction

Administrators have cited many advantages to job sharing in addition to cost savings and improved education. High on their list is the ability to minimize layoffs. Clearly, job sharing for them provided one answer to the problems brought on by declining enrollment and economic retrenchment of the '70s.

Another advantage frequently cited by administrators is improved employee morale. They noted that teachers who were allowed to job share had very high morale because they had more energy, were less stressed and had time for other responsibilities and pursuits. Moreover, their enthusiasm was contagious. Their high morale helped to improve the morale of the entire school.

Administrators said that particularly in layoff situations, teachers seemed pleased that the district was offering such an option, thereby demonstrating its commitment to minimize the number of layoffs.

Many administrators also cite flexibility in hiring as an advantage. One said that job sharing created the space for hiring more bilingual teachers; another cited the ability to offer short-term employment to potential full-time teachers from the substitute list by allowing them to share with teachers who reduced hours.

Among the many other advantages listed by administrators were: increased service from teachers who give more time; ability to meet teachers' personal needs; greater productivity and flexibility; higher energy levels among the teachers; improved affirmative action programs; alternative to teacher burn-out; in-service training for teachers; added daily instructional time; the need for fewer substitutes; ability to retain competent people; and improved staff relations.

Forty-four percent of school districts questioned listed no disadvantages to job sharing and only three disadvantages were mentioned by more than one school district. Most frequently listed was increased costs.

Another disadvantage cited by several administrators was that job sharing required more supervisory time. Principals, these administrators said, had to spend more time with sharing teachers than with full-time teachers because of the need to come to an agreement about the partnership. Principals also had to evaluate more teachers.

The third disadvantage mentioned by a few administrators was increased administrative work, mainly payroll and recordkeeping.

Reaction from Teachers' Unions and Associations

Reaction from teachers' unions and associations has been mixed. Some have been reluctant to embrace job sharing because they believe that teachers who reduce to part time will drop out of the organization and so reduce its numbers and influence. The traditional view that only full-time workers can be committed professionals also has slowed acceptance of this new work-time option.

Other unions and associations, however, have taken the lead in negotiating job sharing for their members. Their primary concern is that job sharers retain job security and a good benefit package. As described in the section on Benefits and Rights, locals have negotiated agreements that provide for either full health or prorated benefits for sharers.

Some teachers have been unable to job share because their organization demanded full health benefits and guaranteed reversibility, and the school

district was unwilling or unable to agree.

In other cases, teachers who wanted to share and relied on their local to negotiate the arrangement for them were disappointed when the bargaining agent "traded" job sharing in exchange for something else.

Initial skepticism about job sharing has now given way to increased acceptance of its use and enthusiasm for its benefits. Teachers value the freedom it grants, administrators the problem-solving it provides. Students welcome the change in their classroom routine, and parents boast of their children's improved education and attitude toward school. Job sharing is indeed a phenomenon that is here to stay.

Appendix

Methodology

The experience that New Ways to Work gained by working with school districts throughout the United States since 1973 provided the framework for the collection of information contained in this book. The current picture of job sharing, as it was practiced by 417 school districts in California during the academic year 1979-80, was gathered through the use of written instruments, telephone interviews, on-site visits and attendance at conferences of school officials.

Short Survey of School Districts

A survey form was mailed to the 1,042 school districts in the state to determine the extent of job sharing and phased retirement in use in the schools. Of the 1,042 forms mailed out, 121 were returned.

Analysis of these returns indicated that those districts that had used job sharing tended to be the ones that returned the forms. Of districts responding to the survey, 73.59% had experience with job sharing. The districts also tended to be in the San Francisco Bay Area. Because of the skewed nature of the responses, a random telephone survey was undertaken.

Random Survey of School Districts

The random survey population was drawn by using every tenth school district listed in the *California Public School Directory,* 1979 Edition. Community college districts appearing in the directory were excluded from the count because the scope of this project was limited to elementary and secondary schools. If one of the districts that had already returned the survey appeared in the sample, its answers were included among the sample answers. The resulting sample of 109 districts included a normal range of school district sizes as well as geographical distribution.

The random survey showed that 27.6% of the school districts had experience with job sharing. Other results are summarized as follows:

Number of responses	109
Number of certificated personnel	24,626.2
Number of sharers	118
Number phased retirees	35
Number with written job-sharing policy	10

During the 1979-80 school year, nearly 200 more school officials answered the questions on the survey form. This additional information confirmed the

conclusions of the random survey, both in terms of the amount of the use of job sharing and in terms of its primary geographical locations.

The cradle of job sharing within California was on the San Francisco peninsula. From there, it appears to have spread as administrators and teachers moved to other parts of the state and as they shared their experiences with the arrangement at meetings and conferences.

Long Questionnaire Sent to School Districts

Forty-three districts that responded to the survey also filled out a seven-page questionnaire concerning their history and practice of job sharing. These questionnaires provided a sketch of the history of job sharing in California. The first two districts to permit job sharing did so in 1970. Eleven others began their use of job sharers in the 1979-80 school year. The remaining districts initiated the arrangement throughout the '70s. The number of teachers who shared in any one district during the 1979-80 school year ranged from two to 136.

Other information not summarized in this handbook indicated that 16 of the 43 districts have no formal policy or contract negotiated by the collective bargaining unit that permits job sharing. Also, districts that have had job sharing for several years have a stable or slightly increasing number of sharers each year. Questionnaires were received from districts ranging from the very small (three teachers) to one of the largest in the state.

Below is a chart that shows how districts vary in their handling of health benefits and questions of seniority. As not all of the districts answered all of the questions, the numbers do not always total 43.

Benefits and Seniority

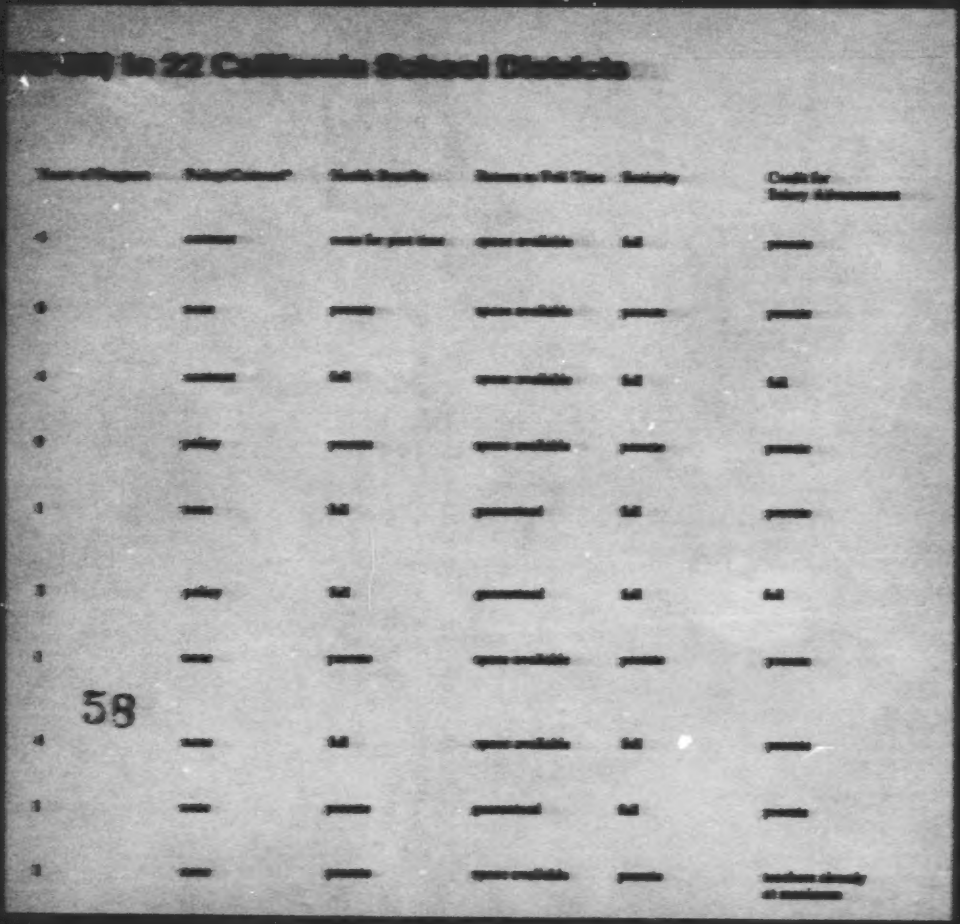
	Full	Prorated	Other
Health benefits	12	21	9
Credit for salary advancement	15	23	4
Seniority	21	15	3
Seniority in school	19	11	11 (not applicable)
Credit for eligibility for sabbaticals	12	12	12 (none) 6 (other)

Supplementary Information

Lengthy discussions were held with school district superintendents, personnel directors and presidents or other officials from teachers' associations and unions. These all gave insight into the impact of sharing on school districts. Specifically, districts offered evaluation forms that they gave to the parents of children in shared classrooms, descriptions of how sharing was implemented and outlines of problems that had arisen along with their solutions. Of great interest was their generally favorable reaction to job sharing.

Twenty-five pairs of teachers answered questionnaires in which they described the mechanics of their individual sharing arrangements. They provided information on their schedules, division of teaching and other responsibilities, and means of communicating.

Principals also responded to questionnaires. They described what it meant to their work load to supervise sharing teachers, how they determined which pairs would turn out to be successful and how they handled situations in which a pair was not working as smoothly together as they would have liked. These principals offered advice to other principals who were going to have sharers in their schools for the first time.



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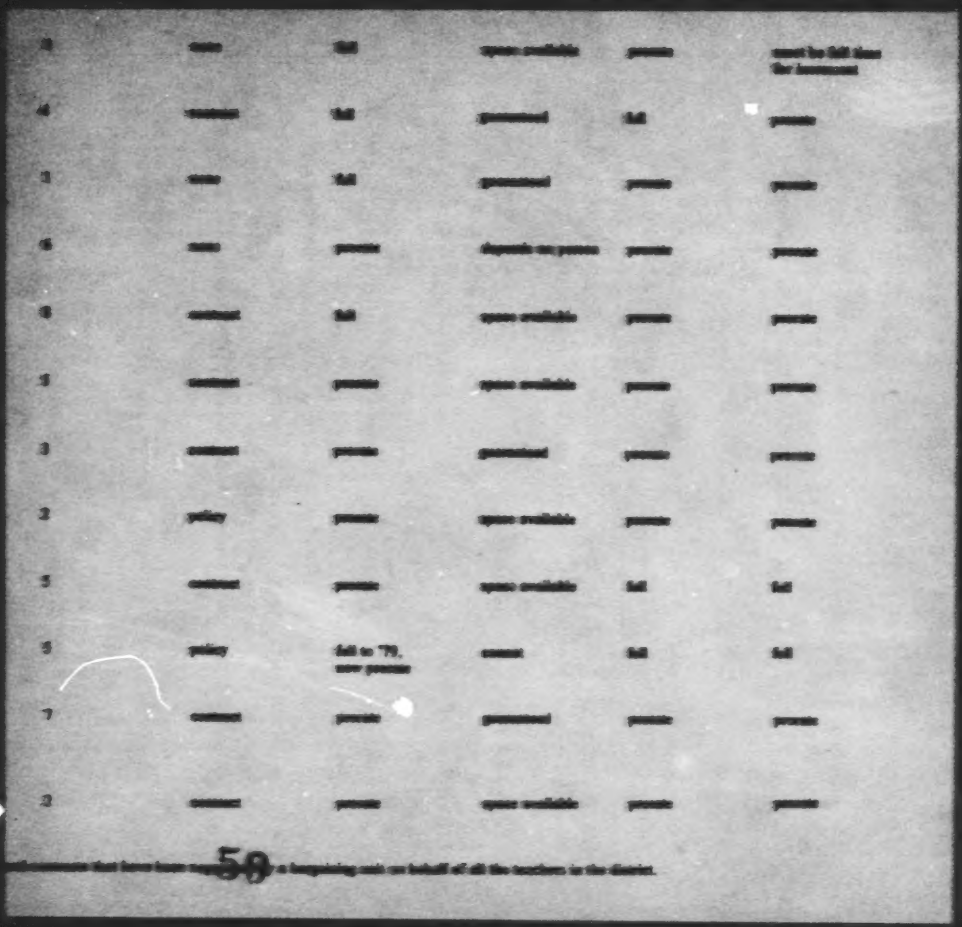

Job Sharing Proposal

The purpose of this letter is to propose to the Board that the undersigned be hired to share the position of second-grade teacher (classroom 2A) during the 1980-81 school year. This would be done on an experimental basis for one year, with results to be evaluated at the close of the year to determine what policy the Board should adopt toward job sharing in future terms.

We propose to share this position in the following manner: In the first semester, morning classes (reading and language arts) would be taught by A_____, while afternoon classes (math, science, social studies, and health) would be taught by M_____; in the second semester, this would be reversed. Extensive planning and preparation would be undertaken before the beginning of the term to ensure that a coordinated, cohesive program is developed; additional planning sessions will be held periodically to ensure that we remain synchronized; day-to-day communications will be maintained by an overlapping period during the lunch hour, when both of us will be present.

Our reasons for proposing this are simple: Each of us wishes to continue teaching, and this offers the best—perhaps the only—way of doing so. In A_____'s case, the desire to teach is strong, but so are the obligations to personally care for her infant son. In M_____'s case, this would provide an opportunity to continue in the profession without the fragmentation and lack of an ongoing personal commitment that substitute teaching necessarily entails.

One concern in a proposal such as this is compatibility of the partners. In this regard, we have had extensive discussions concerning such matters as curriculum, classroom discipline, and methods of instruction, particularly during this past year, when M_____ took over A_____'s class. In all cases, we find that our individual approaches are different enough to be stimulating to both ourselves and our students, yet similar enough to be both compatible and complementary. In fact, we feel that our combined strengths are such that each of us will become better teachers as a result of the partnership.

In support of our proposal, we offer the following list of anticipated benefits:

To the Students:

1. By scheduling our program so that each of us will be responsible for areas of the curriculum corresponding to our special strengths and interests, the curriculum as a whole should be much stronger. At the

same time, it will be possible to focus more intensely on the particular needs and interests of the individual students.

2. By bringing two separate perspectives to bear, the partnership will achieve greater objectivity in evaluating students and will be more effective in providing remediation, reinforcement and enrichment where necessary.

3. At a time of day when students and teachers might otherwise lose enthusiasm, the afternoon partner arrives with a fresh outlook and viewpoint to enliven the class.

4. Each partner would simply have more time and energy to devote to more detailed planning, making learning centers and other classroom duties.

5. There would be increased continuity because of the probable elimination of unfamiliar substitute teachers in the classroom, since we would substitute for each other in cases of illness whenever possible. The children would not spend a period of adjustment to a stranger in the classroom since the other partner already knows the students and is familiar with the lesson plans.

6. Every student has two chances to get along with a teacher, more than one person to relate to and more than one person to have as a friend.

To the District:

1. There will be extensive advance planning in order to divide the curriculum according to our special individual skills and interests. In addition, each partner will have more time to plan and prepare on an ongoing basis.

2. The research on teaching partnerships indicates near-unanimous agreement that job sharers spend closer to 3/4 time than 1/2 time working on school-related activities.

3. The district will retain the skills and loyalties of two experienced teachers.

4. By accepting our proposal, the district will be providing meaningful employment for two people instead of one.

To the Two of Us:

1. Each teacher stimulates the other.

2. Sharing the highs and lows of teaching second graders with a truly interested ear is great.

3. We would be able to produce and maintain the kind of classroom atmosphere that good teachers desire but seldom achieve because of the pressures of full-time teaching.

4. Conflicting demands on our time from home and school would be reduced. The result would be two happier and more relaxed teachers.

With two perspectives, our problem-solving skills should improve.

In order for the partnership to function effectively and harmoniously, certain factors will require intensive consideration at our pre-term planning sessions, as well as periodic review throughout the term. These factors include:

Communication—Each partner needs to know precisely what the other is doing so that material may be integrated in both sessions, so that each teacher is aware of any deviation from prior planning and so that each teacher is familiar with each child's progress in every area, including disciplinary efforts. This will be accomplished through daily meetings during the lunch hour.

Cooperation—Not only must the partnership cooperate within itself, but it must also share ideas, methods and activities with the other second grade classroom.

Flexibility and compromise—The partners must maintain a willingness to adjust their planning, where necessary, to take advantage of unexpected opportunities, and to adjust to unanticipated demands upon classroom time.

Housekeeping—Each partner must be involved in all decisions regarding the allocation of desk space, room arrangements, bulletin board displays, division of supplies, allocation of classroom budget, etc.

Relationship with parents—Though previous job-sharing arrangements have been well-received by parents in general, a new experiment might generate some parental concern. To alleviate this, both partners will be present at all parent-teacher meetings.

Student adjustment—To alleviate confusion, both partners will be present throughout the first days of school so students can become acquainted with each of us.

Relationship with other staff—Both partners will attend all faculty meetings and will participate in all in-service activities. Both partners will also be subject to the school district's evaluation policies for full-time teachers.

Boards and administrators with job-sharing experience almost universally applaud the concept, but school districts new to the idea often have reservations. Chief among these seem to be (1) whether the district will be obligated to guarantee full-time employment to either partner at some future date; or (2) whether the district will be deluged with similar job-sharing proposals from other teachers in subsequent years. With regard to the first, the partnership has agreed that tenure and rights to subsequent full-time employment will vest only in A_____, who originally occupied the position. As for the second concern, since this proposal is only an experiment, no precedent is established, and the Board will have the benefit of our own experience in deciding whether and to what extent future proposals should be considered.

Finally, the Board must consider the question of how the partnership should be compensated. Our suggestions are as follows:

1. *Salary*—Each partner would receive 50% of what she would receive on a full-time basis. (No additional cost to the district.)

2. *Retirement*—Employer and employee contributions are based by law on a percentage of salary; by contract, the Board pays the entire amount of such contributions. (No additional cost to district.)

3. *Social Security*—Employer and employee contributions are based by law on a percentage of salary. (No additional cost to district.)

4. *Sick leave and personal leave*—Each partner would receive 50% benefits. (No additional cost to district.)

5. *Experience advancement on salary schedule*—There are two options available to the Board:

   a) The Board may grant one-half year credit on the salary schedule for experience.

b) The Board may grant one full year credit on salary schedule for experience.

6. *Health insurance*—There are two options available to the Board:

a) The Board may pay the full premium for family coverage for each partner. This option exists because each partner will in fact be working in school more than 50% of the school day because of the overlap at noon necessary to do joint planning. Also, with regard to this particular proposal, it will not cost the school district any additional money to provide full coverage to both partners because the total cost of the partnership is less than A_____'s full-time salary and benefits.

b) The school district may pay 50% of the health insurance premium and give each partner the option of paying the additional amount needed for full coverage.

Attached is an article from _____.
It is typical of the research we've encountered on job-sharing.

Both A_____ and M_____ will be present to discuss this proposal at the School Board meeting if the Board so desires. If you have any questions in the meantime, feel free to contact either of us.

California Assembly Bill No. 3339

Chapter 1367

An act to add Sections 13337.7, 14009, and 24215 to the Education Code, and Section 20815 to the Government Code, relating to school employees.

[Approved by Governor September 26, 1974. Filed with Secretary of State September 26, 1974.]

Legislative Counsel's Digest

AB 3339, Brown. School employees.

Permits school district governing boards and Trustees of the California State University and Colleges to establish rules and regulations which allow certificated and academic employees to reduce their workload from full-time to part-time duties.

Permits members of the State Teachers' Retirement System who are part-time employees to have retirement benefits based on full-time employment if the employee and the employer both elect to make contributions required for full-time employment and permits same retirement benefits for academic employees of California State University and Colleges who are members of the Public Employees' Retirement System. Limits provisions to a period of five years of such part-time status.

The people of the State of California do enact as follows:

SECTION 1. Section 13337.7 is added to the Education Code, to read:

13337.7 Notwithstanding any other provision, the governing board of a school district may establish regulations which allow their certificated employees to reduce their workload from full-time to part-time duties.

Such regulations shall include but shall not be limited to the following if such employees wish to reduce their workload and maintain retirement benefits pursuant to Section 14009:

(a) The employee must have reached the age of 55 prior to reduction in workload.

(b) The employee must have been employed full time in a position requiring certification for at least 10 years of which the immediately preceding five years were full-time employment.

(c) The option of part-time employment must be exercised at the request of the employee and can be revoked only with the mutual consent of the employer and the employee.

(d) The employee shall be paid a salary which is the pro rata share of the salary he would be earning had he not elected to exercise the option of part-time employment but shall retain all other rights and benefits for which he makes the payments that would be required if he remained in full-time employment.

The employee shall receive health benefits as provided in Section 53201 of the Government Code in the same manner as a full-time employee.

(e) The minimum part-time employment shall be the equivalent of one-half of the number of days of service required by the employee's contract of employment during his final year of service in a full-time position.

(f) This option is limited in prekindergarten through grade 12 to certificated employees who do not hold positions with salaries above that of a school principal.

(g) This section shall not be applicable to persons who are administrators in community colleges.

SEC. 2. Section 14009 is added to the Education Code, to read:

14009. Notwithstanding any other provision of this chapter, a member employed on a part-time basis shall receive the credit he would receive if he was employed on a full-time basis and have his retirement allowance, as well as any other benefits that he is entitled to under this chapter, based upon the salary that he would have received if employed on a full-time basis, if he and his employer both elect to contribute to the Teachers' Retirement Fund the amount that would have been contributed if the member was employed on a full-time basis. This section shall be applicable only to members who have met the criteria provided in Section 13337.7 of this code or Section 24215 of the Government Code and are not older than 65 years and is limited to a period of five years of such part-time status. The employer shall maintain the necessary records to separately identify each employee receiving credit pursuant to this section.

SEC. 3 Section 24215 is added to the Education Code, to read:

24215. The trustees may establish rules and regulations which allow academic employees to reduce their workload from full-time to part-time duties.

Such regulations shall include but shall not be limited to the following if such employees wish to reduce their workload and maintain retirement benefits pursuant to Section 20815 of the Government Code.

(a) The employee must have reached the age of 55 prior to reduction in workload.

(b) The employee must have been employed full time as an academic employee for at least 10 years of which the immediately preceding five years were full-time employment.

(c) The option of part-time employment must be exercised at the request of the employee and can be revoked only with the mutual consent of the employer and the employee.

(d) The employee shall be paid a salary which is the pro rata share of the salary he would be earning had he not elected to exercise the option of part-time employment but shall retain all other rights and benefits for which he makes the payments that would be required if he remained in full-time employment.

The employee shall receive health benefits in the same manner as a full-time employee.

This section shall only be applicable to academic teaching employees who receive no higher salary than the maximum paid to a department chairman.

SEC. 4 Section 20815 is added to the Government Code, to read:

20815. Notwithstanding any other provision of this part, a member employed on a part-time basis shall receive the credit he would receive if he was employed on a full-time basis and have his retirement allowance, as well as any other benefits he is entitled to under this part, based upon the salary that he would have received if employed on a full-time basis if he and his employer both elect to contribute to the retirement fund the amount that would have been contributed if the member was employed on a full-time basis. This section shall be applicable only to members who are academic employees of California State University and Colleges who have met the criteria provided in Section 13337.7 of the Education code or Section 24215 of this code and are not older than 67 years and is limited to a period of five years of such part-time status. The employer shall maintain the necessary records to separately identify each employee receiving credit pursuant to this section.

SEC. 5 It is the intent of the Legislature in enacting this act to provide certificated employees of school districts and academic employees of the California State University and Colleges with options for part-time employment to phase in their retirement program.

Sample Evaluation Form for Parents

April 28, 1976

Dear Parents,

As you know, your child has had two teachers this year, each working on a shared contract. The school board expects us to submit an evaluation of this pilot program. We would appreciate your help in evaluating this program by answering the following questions.

Thank you for your time!

Sincerely,

_____,
_____

For each sentence, please circle the choice that is closest to expressing your feelings.

1. Having had two teachers in the classroom this year, my child's education seems to have been:
   - ☐ Better than a regular one-teacher classroom.
   - ☐ The same as a regular one-teacher classroom.
   - ☐ Worse than a regular one-teacher classroom.

2. Your child never had a substitute teacher this year. Do you feel this has:
   - ☐ Helped in the organization of the classroom?
   - ☐ Hurt in the organization of the classroom?
   - ☐ Made no difference in the organization of the classroom?

3. Different teachers have greater strengths or interests in different areas. Do you think having the strengths and interests of two teachers has caused your child's instructional program to be:
   - ☐ Better?
   - ☐ Worse?
   - ☐ Unchanged?

4. Do you feel there has been adequate communication between the two teachers?
   - ☐ yes ☐ no

5. Do you feel there has been adequate communication between the two teachers and the parents regarding their program?
   ☐ yes ☐ no

6. My child's attitude about school this year has:
   ☐ Improved
   ☐ Become worse
   ☐ Stayed about the same

7. Please list any extra benefits your child has received this year from having two teachers.

_____

_____

_____

8. Please list any ways that we could improve our program if we were to share a contract again.

_____

_____

_____

9. Please check any areas in which you feel your child has shown improvement due to the contributions of two teachers.

☐ Reading	☐ P.E.
☐ Math	☐ Handwriting
☐ Spelling	☐ School-home communication
☐ Grammar	☐ Study habits
☐ Creative Writing	☐ Listening skills
☐ Oral communication	☐ Responsibility
☐ Social studies	☐ Social development
☐ Geography	☐ Discipline
☐ Science, health	☐ Other:
☐ Art	

(Please feel free to add any additional comments.)

Sample Evaluation Form for Parents

Dear Parent:

During the course of the current school year, your child has been taught by two teachers engaged in a plan often referred to as "job sharing." The teachers, school and District wish to conduct a brief evaluation of the plan, and your opinions and reactions are an important aspect of this evaluation.

We are asking that you respond to these few questions about your and your child's apparent reactions to this system of teaching, and that you return the responses to _____, by _____.

1. Were you adequately informed about the details of the job sharing plan as it pertained to you and your child? ☐ Yes ☐ No

   Comments _____

   _____

   _____

2. Are you of the opinion that the joint teaching plan had any noticeable effect upon the learnings of your child? ☐ Yes ☐ No. If yes, please specify the apparent effect and whether positive or negative effects were noted.

   _____

   _____

   _____

3. Did you experience any problems in communicating about your child with either or both of the teachers as an apparent result of the joint teaching plan? ☐ Yes ☐ No. If yes, please specify.

   _____

   _____

   _____

4. Please characterize your child's general reactions to and relationship with the two teachers. ☐ Positive ☐ Neutral ☐ Negative

Comments _____

_____

_____

5. If you were to be given a similar opportunity to have your child participate in a joint teaching plan with two similarly matched teachers in future years, would you do so? ☐ Yes ☐ No.

Comments _____

_____

_____

6. Are there any other comments you would like to make about this team of teachers working in joint teaching this year?

_____

_____

_____

_____

_____

THANKS!

School _____

Sample Evaluation Form for Principals

To: Elementary Principals Whose Schools Employed Job Sharing

Re: Evaluation of Job Sharing

In response to your request to evaluate job sharing during the current school year, please respond to questions below and return to me by _____. Please respond only to the experiences you have had with the currently participating joint-teaching personnel this year. THANKS!

1. Did you encounter any additional administrative problems as the apparent result of job sharing in relation to:
   Additional parent contacts. ☐ Yes ☐ No Comments: _____

   _____

   _____

   General staff resentment or morale problems. ☐ Yes ☐ No

   Comments _____

   _____

   Communication with the two-member team. ☐ Yes ☐ No

   Comments: _____

   _____

   Supervision of the joint-teaching personnel. ☐ Yes ☐ No

   Comments: _____

   _____

2. Did you find an appreciable difference between the two in educational/ learning opportunities for the children? ☐ Yes ☐ No

   Comments: _____

   _____

3. Did you find the team members compatible? ☐ Yes ☐ No

Comments: _____

_____

4. Did you find an increase in pupil discipline problems? ☐ Yes ☐ No

Comments: _____

_____

5. Given essentially the same set of circumstances (personnel, compatibility, etc.) would you be willing to have a job sharing system in your school next year? ☐ Yes ☐ No Comments: _____

_____

_____

6. Would you recommend continuation of this program? ☐ Yes ☐ No

7. Other comments: _____

_____

_____

_____

8. School _____

Sample Evaluation Form for Teachers

To: Job Sharing Participants in Elementary Schools

Re: Evaluation of Job Sharing

Our department has been asked to evaluate the job sharing experience for 1979-80 and your reactions will significantly contribute to an analysis of feasibility for next year.

Please respond to this brief survey and return to me by _____. THANKS!

1. Were you satisfied with the communication you experienced with your partner? ☐ Yes ☐ No. If no, please specify. _____

_____

_____

2. Did you and your partner satisfactorily engage in cooperative curricular/ instructional planning? ☐ Yes ☐ No. If no, please specify.

_____

_____

_____

3. Did you find that you did, in fact, share the job of teaching or did each of you carve out favorite units for yourself? Please comment.

_____

_____

_____

4. Did you find yourself working more than 50% of a normal assignment in this joint teaching experience this year? ☐ Yes ☐ No. If yes, please specify. (If more, how much more than 50%?) _____

_____

_____

5. Assuming that essentially the same set of circumstances were present next year, would you want to "job share" again next year?
☐ Yes ☐ No. If no, please specify. _____

_____

_____

6. Please specify the problems you encountered as the apparent result of job sharing this year. _____

_____

_____

7. Please specify the personal benefits you found in job sharing this year and add any additional comments you would like to make. _____

_____

_____

8. Did parents seem to accept the joint teaching plan? ☐ Yes ☐ No

Comments _____

_____

_____

_____

Sample Evaluation Form for Students

Dear Student:

As you know, you have been taught by two teachers rather than one regular teacher during this year. We want to know how you feel about this sharing of teaching, so please answer these few questions and return the answers to your school's principal. THANK YOU!

1. Please check the *one* answer which best describes how you feel about the two teacher team plan. You should not answer how you feel about the teachers, but merely how you feel about teacher sharing.

   ☐ I enjoy the teacher sharing
   ☐ I enjoy it, but sometimes I get confused because of teacher sharing
   ☐ I get quite confused by the teacher sharing
   ☐ I do not enjoy it at all

2. Do you find that you can get help when you need it? ☐ Yes ☐ No. If you marked "no," please write about the kinds of help you wanted, but could not get from the two teachers. _____

   _____

   _____

3. Do your two teachers seem to ask you to do about the same amount of work in school? ☐ Yes ☐ No. If you marked "no," please explain the differences. _____

   _____

   _____

4. Do your two teachers seem to ask you to do about the same amount of homework? ☐ Yes ☐ No. If you marked "no," please explain the differences. _____

   _____

   _____

5. If you had the choice of the same two teachers again next year, would you want to be in a joint-teaching class again? ☐ Yes ☐ No. If you marked "no," please explain why not. _____

_____

_____

_____

6. Are there any other comments you would like to make about joint teaching? If so, please use the spaces below for your comments. _____

_____

_____

_____

_____

_____

New Ways to Work
Job Sharing Publications

Guide to Policies and Contracts on Job Sharing in the Schools. A practical handbook for teachers, their unions and associations, and school districts on the provisions of job sharing: compensation, salary advancement, fringe benefits, return to full time. 1980. *38pp. Mail order: $4.00 (California residents, $4.18)*

Job Sharing: General Information. This handbook defines job sharing and provides a brief overview of the pros and cons of this new work arrangement. 1980. 11pp. *Mail order: $2.00 (California residents, $2.07)*

Job Sharing in the Public Sector. An overview of current job sharing and permanent part-time employment practices in city, county, state and federal agencies. October 1979. 79pp. *Mail order: $4.50 (California residents, $4.71)*

Job Sharing: A New Pattern for Quality of Work and Life, by Gretl Meier. Published by the W.E. Upjohn Institute for Employment Research, Kalamazoo, MI. Reviews development of and current usage of job sharing, analyzes data of a nationwide survey of 238 job-sharers. 1979. 187pp. *Mail order: $5.50 (California residents, $5.77)*

Articles and Reports on Job Sharing. Reprints from Personnel Journal, Personal Report to the Executive, Wall Street Journal, Kiplinger Magazine, Work Life, Stanford University Manager and others. *Mail order: $3.75 (California residents, $3.93)*

A Selected Bibliography on Job Sharing and Permanent Part-time Employment. March 1979. 14pp. *Mail order: $2.50 (California residents, $2.61)*

New Ways to Work Newsletter. One year subscription, 4 issues. *Mail order: $5.00 (California residents, $5.30)*

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